



SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY
BY
DESIGNING OUR FUTURE

School Location # -2511

Name of School - ZORA NEALE HURSTON ES

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

2511- Zora Neale Hurston Elementary

Principal (Last Name, First Name)

Valenzano, Isabel

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Gonzalez, Christopher

Demographic Overview

Zora Neale Hurston Elementary School is a Title I School that serves approximately 560 students from grades Pre-K through five. Eighty-one percent of the students are on free/reduced lunch; 97% of students are reported as a minority and 98% of the students are Hispanic. The school received an A rating from the state in 2017-2018. Zora Neale Hurston Elementary implements the Cambridge Primary choice program school wide. In addition, the school was given the Silver designation in Science, Technology, Engineering and Mathematics (STEM) for the 2017-2018 school year and the Five Star School Award for six years in a row. Zora Neale Hurston Elementary School offers full time gifted in grades two through five, Extended Foreign Language in grades Kindergarten through five, ESE Resource in grades Kindergarten through five, and Inclusion in grades four and five. The school's Pre-K programs include a Voluntary Pre-Kindergarten, Headstart, Inclusion, Reverse Mainstream, Learning Experiences-an Alternative Program for Preschoolers and Parents (LEAP) and a separate class for Autism Spectrum Disorder. A HealthConnect Clinic is provided daily by the Children's Trust which is staffed with a full time nurse and a part time mental health professional.

a. Provide the School's Mission Statement

Zora Neale Hurston Elementary School prepares students with the academic skills, habits of mind and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

b. Provide the School's Vision Statement

The staff of Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socio-emotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Zora Neale Hurston Elementary School is a Cambridge Primary School. This program is an internationally-recognized innovative and accelerated method of academic study which promotes academic rigor in English, Math and Science. In addition to the Cambridge Primary program, the school offers full time gifted, Extended Foreign Language, ESE Resource and Inclusion including various ESE Pre-K programs and STEM. A principal

operated After School Care program provides Drama, Chorus and Robotics classes for students. Zora Neale Hurston Elementary meets the social-emotional needs of students by collaborating with district programs and community agencies to provide counseling, mentoring and other services to students. This collaboration includes: Head Start, HealthConnect Clinic through the Children's Trust staffed with a full time nurse, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education and the Miami- Dade County Health Department. In addition, the Response to Intervention RTi Team meets regularly to discuss the needs of all students and refer students to the School Support Team as needed. A full time counselor provides individual and group counseling for students as designated on the Individual Education Plan or as needed when a child is referred to the office. During Red Ribbon Week, anti-drug presentations and activities are part of the curriculum. Anti-bullying messages are presented on morning announcements and students attend anti-bullying assemblies. Teachers and staff members mentor and support students through referrals. Zora Neale Hurston builds and sustains partnerships with local community businesses. Each year, the school schedules activities that benefit both the school and the partners such as Reading Night at Barnes and Nobles, Papa John's pizza sales for evening parent activities, Math Night at Publix, and McTeacher Night at McDonalds. Each of these activities generates money for the school which is used to support student achievement. In addition, all partners are invited to come read to students for Dr. Seuss' Birthday and are recognized with a breakfast and certificate. One of our partners is part of the school's Educational Excellence School Advisory Council and meets regularly with stakeholders. Partners are also invited to the school's yearly Career Day and given the opportunity to distribute business information and flyers to parents. Zora Neale Hurston Elementary School Last

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 11 – July 27, 2018)

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school's continuous improvement process.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2018 Synergy Summer Institute.

July 11- July 27, 2018

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses on School Leadership Core Competencies will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2018-2019 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2018 – 2019 Opening of Schools*

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. *Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.*
 - ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.*
 - ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*
3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*
 4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding.*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.

Data Maps

The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- *Student Attendance Comparisons*
- *Student Disciplinary Referrals by Grade-level*

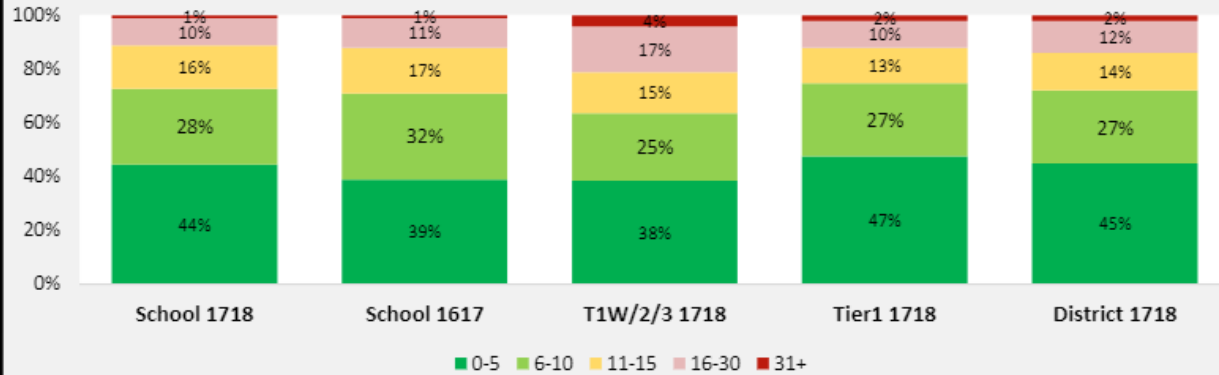
- *Early Warning System Indicators by Grade-level*
- *Teacher Attendance*
- *Teacher Retention*
- *School Climate Survey Feedback from Staff*
- *School Climate Survey Feedback from Students*
- *School Improvement Data from Staff on:*
 - *Commitment to Students*
 - *Focus on Sustained Results*
 - *Develop Others*
 - *Engages the Team*
- *2018 FSA Data for all Tested Subjects by Grade-level*
- *2018 SAT-10 Data by Grade-level*
- *2018 FSA Data for all Tested Subjects by Subgroup*

School Culture Data Map

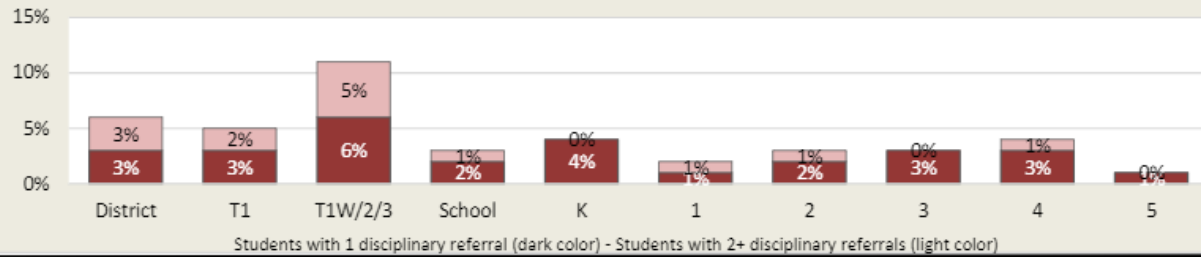
2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Culture - Student Level Data

2017-2018 Student Attendance - Days Absent



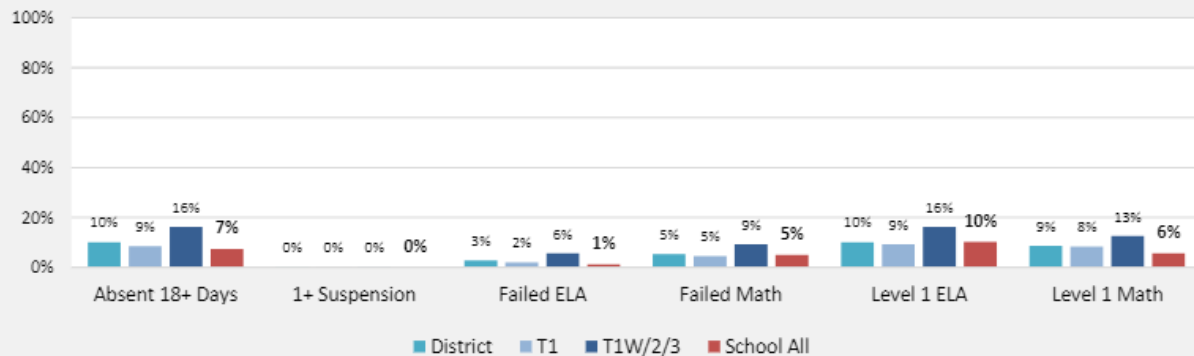
% of Students with Disciplinary Referrals



Early Warning System Indicators: Number of Students from 2017-2018 School Year

	00	01	02	03	04	05	06	07	08	09	10	11	12	Total #
Absent 18+ Days	12	5	3	8	6	6	0	0	0	0	0	0	0	40
1+ Suspension	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Failed ELA Course	3	3	0	0	0	0	0	0	0	0	0	0	0	6
Failed Math Course	3	5	2	4	5	8	0	0	0	0	0	0	0	27
Level 1 ELA	1	0	2	17	22	14	0	0	0	0	0	0	0	56
Level 1 Math	0	0	1	12	11	6	0	0	0	0	0	0	0	30

% of Students with Early Warning System Indicators

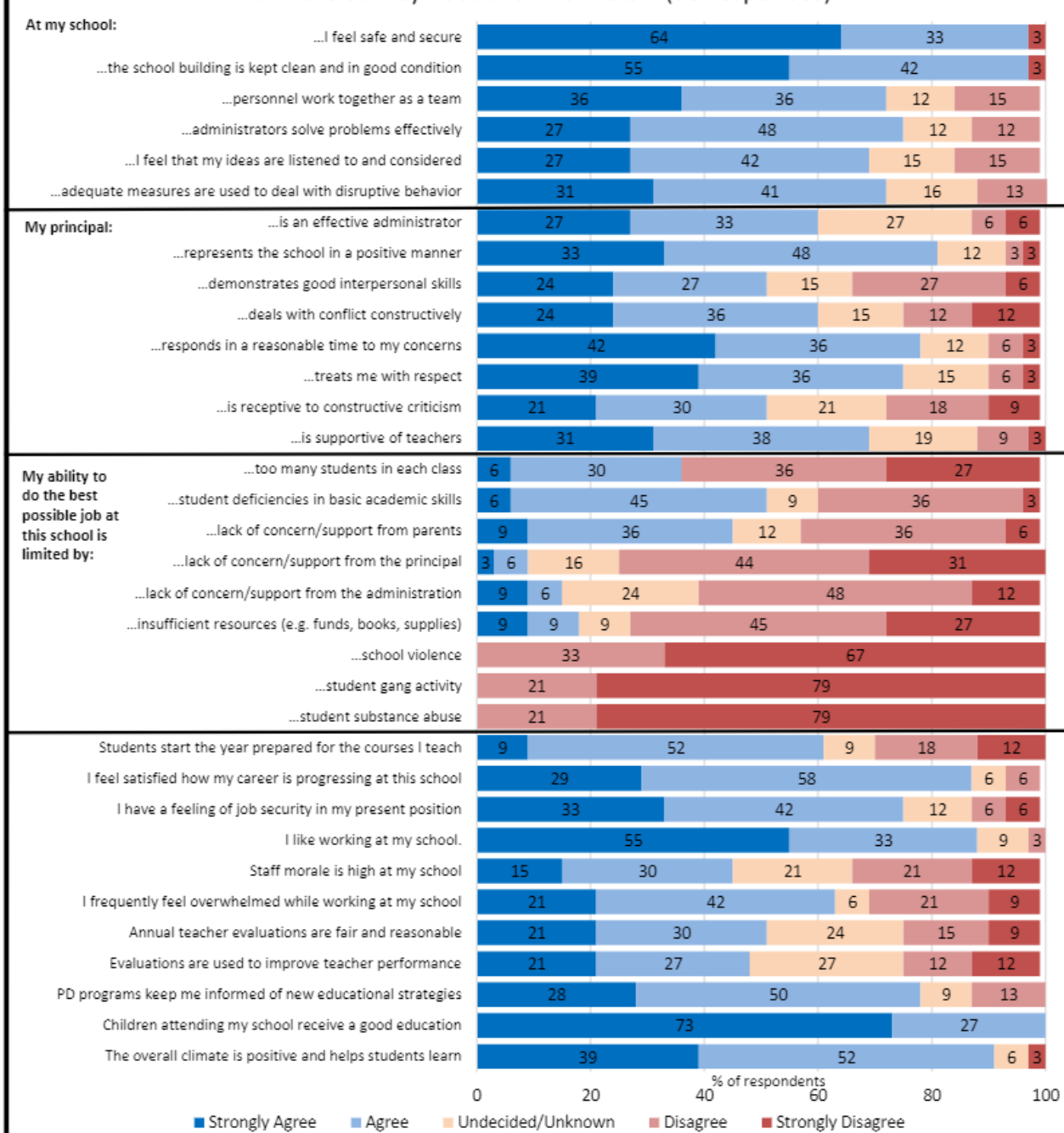


2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Culture - Teacher Level Data

Teacher Attendance: Days Absent					Teacher Retention: Years in Same School			
	0 days	0.5-5 days	5.5-10 days	10.5+ days		1-3 yrs	4-6 yrs	7+
School	2%	30%	53%	14%	School	2%	11%	87%
District	5%	46%	38%	11%	District	21%	14%	65%

Climate Survey Feedback from Staff (33 responses)

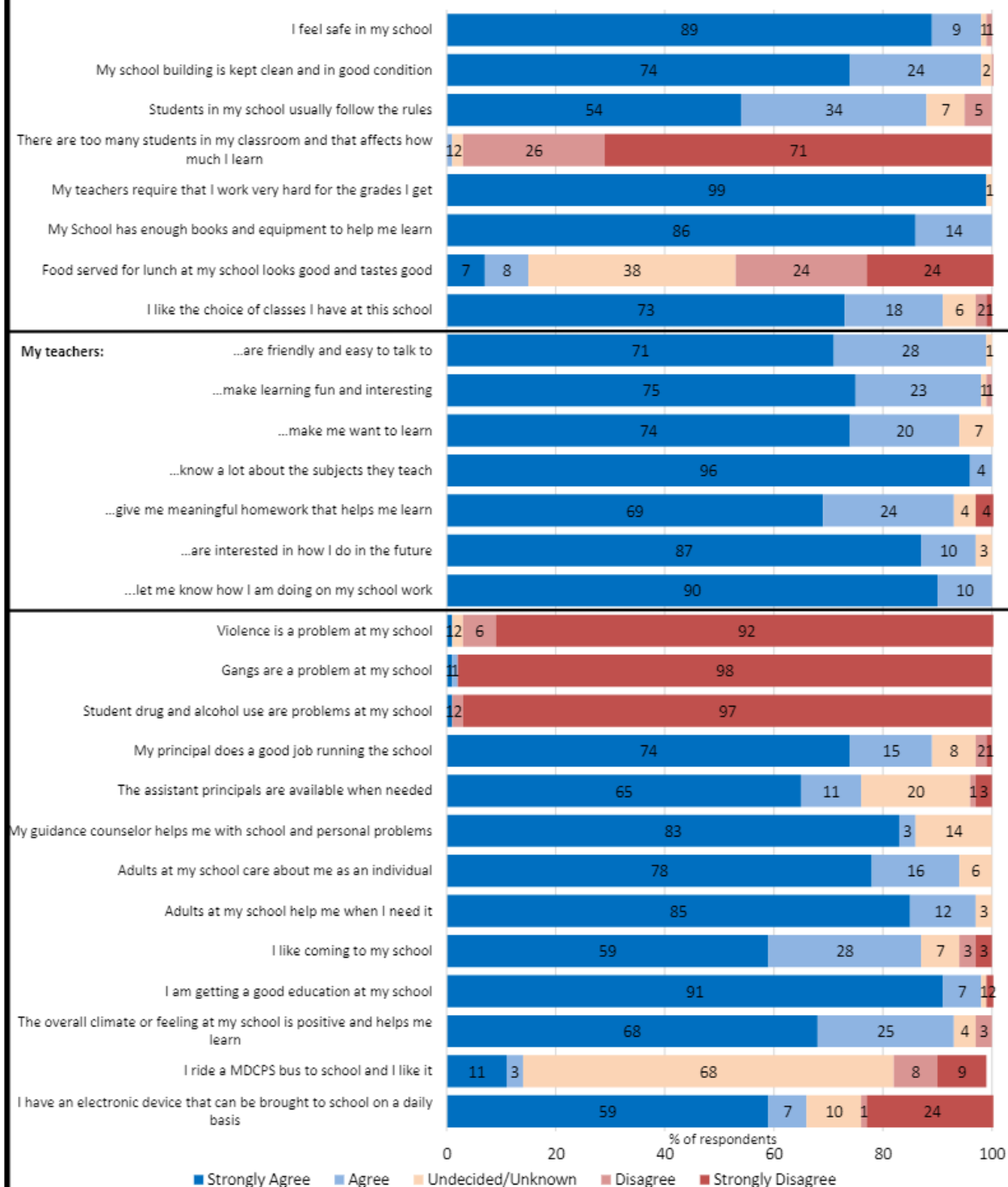


What overall grade would you give your school during 2017-2018?

A

2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Climate Survey Feedback From Students (105 responses)



What overall grade would you give your school during 2017-2018?

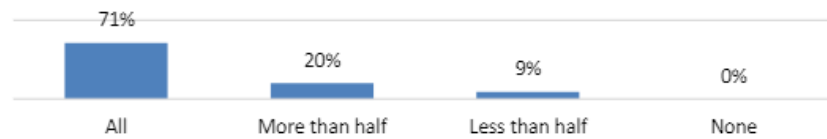
A

2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

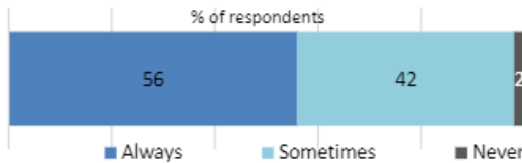
Total Number of Respondents - 45

Commitment to Students

I am provided with the appropriate resources to address the needs of _____ of my students.



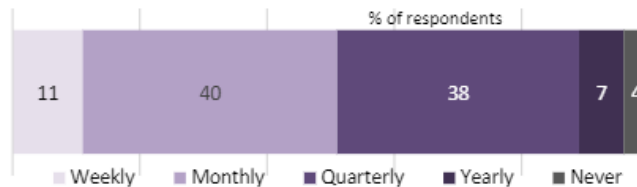
When my student(s) exhibit early warning or disruptive behaviors, they are provided interventions



How often does collaboration take place among dept/grade level members to improve student outcomes?

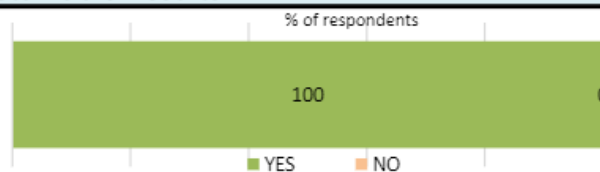


How often does your administrator provide you with feedback to improve student outcomes?



Focus on Sustainable Results

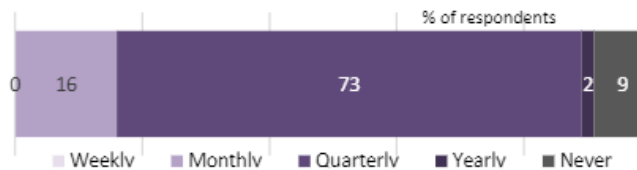
Is school-wide data shared to inform staff of the school's progress towards reaching established goals?



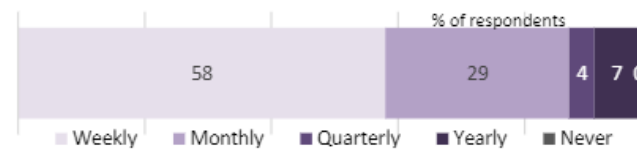
I am comfortable with using data to plan for instruction



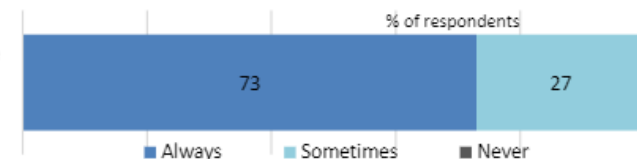
How often do you participate in data chats with your administration?



How often does your administration conduct instructional walkthroughs in your classroom?

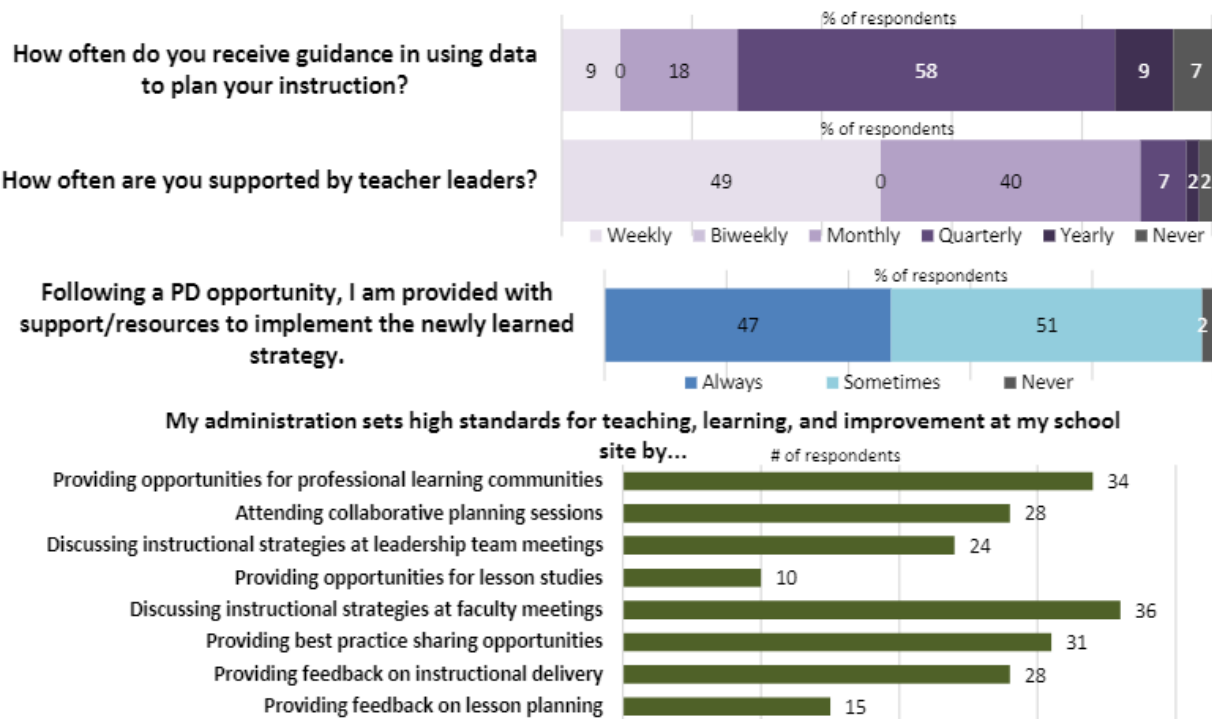


Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/ enrichment.

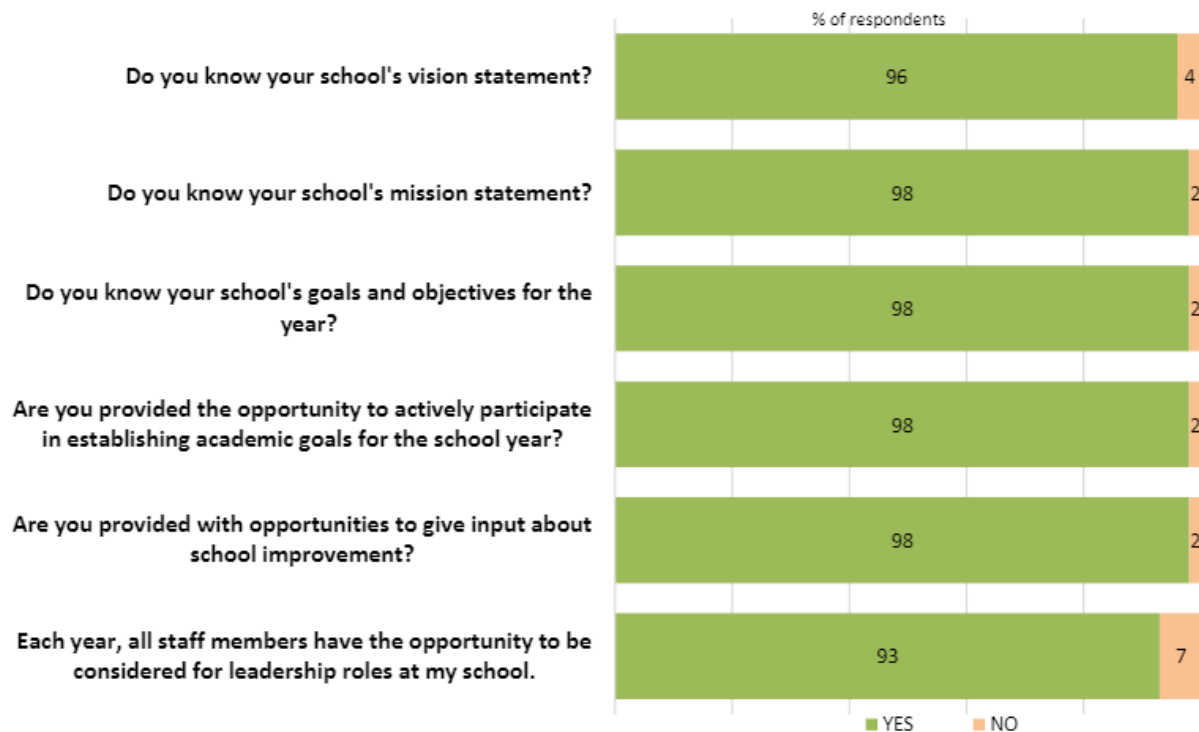


2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Developing Others



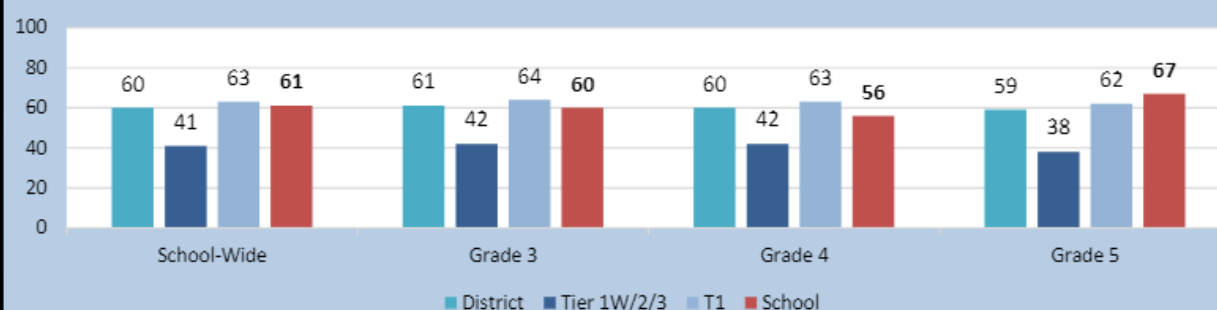
Engages the Team



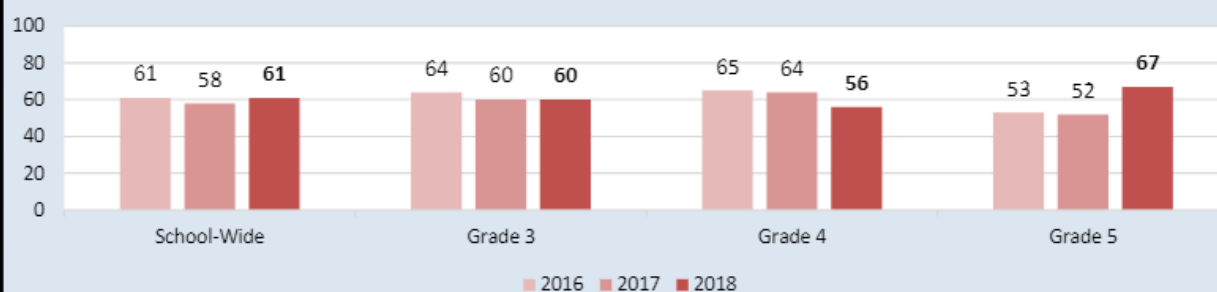
2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Academic Programs - English Language Arts

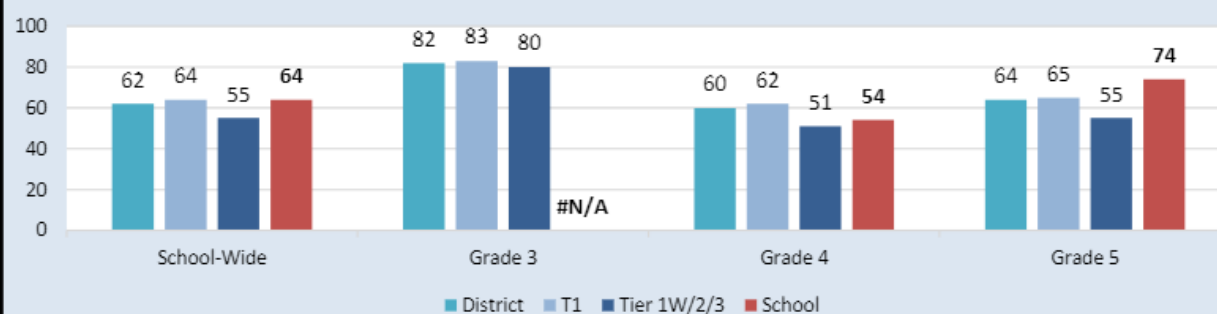
2018 - FSA ELA Proficiency (% Levels 3-5) - All Students



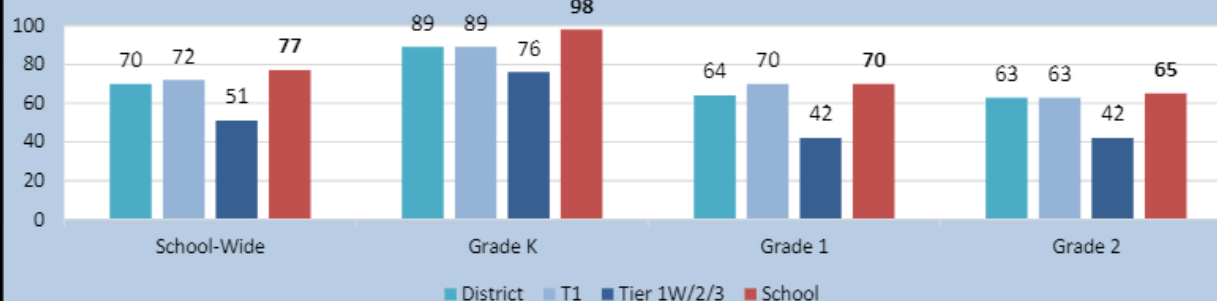
FSA ELA Proficiency (% Levels 3-5) - School 3 Year Trend - All Students



2018 - FSA ELA (% Making Learning Gains) - All Students



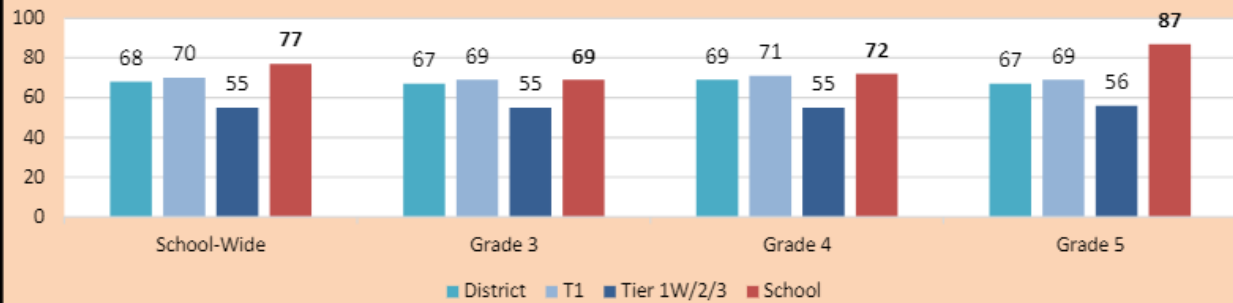
2018 SAT-10 ELA (K-2) - Median Percentile Rank All Students



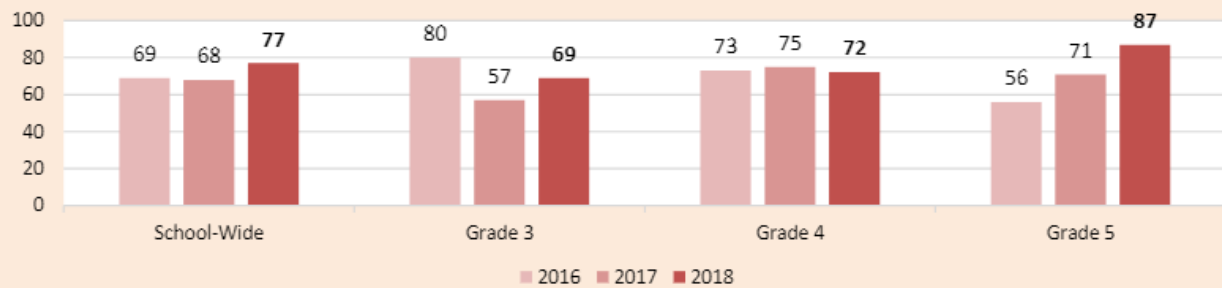
2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Academic Programs - Mathematics

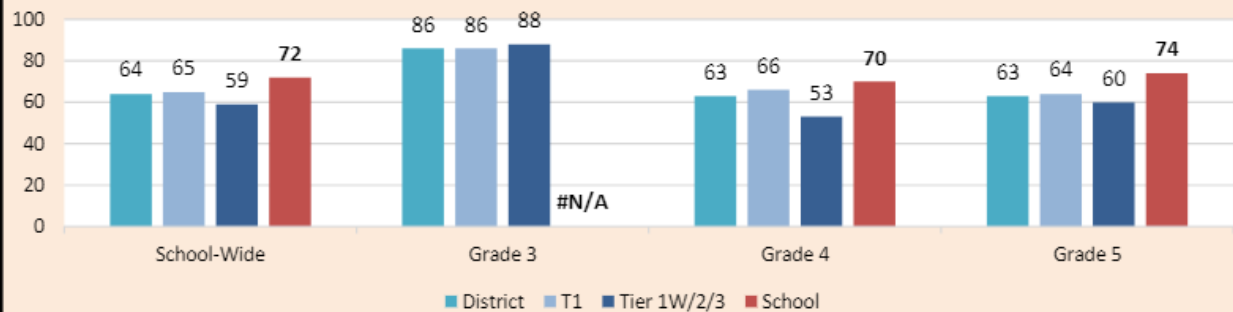
2018 - FSA Math Proficiency (% Levels 3-5) - All Students



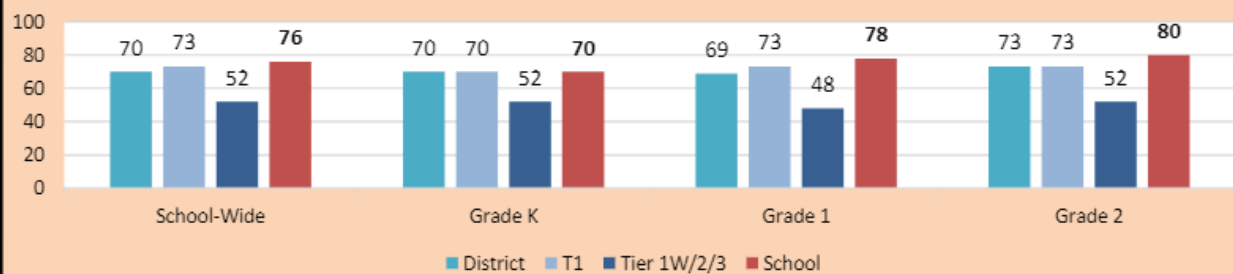
FSA Math Proficiency (% Levels 3-5) - School 3 Year Trend - All Students



2018 - FSA Math (% Making Learning Gains) - All Students



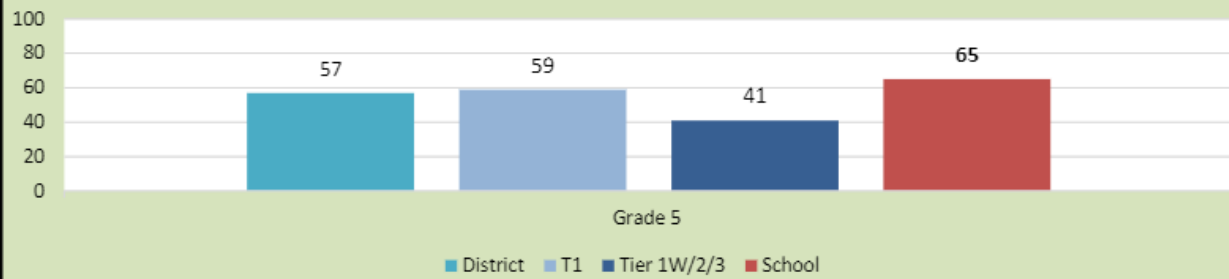
2018 SAT-10 Math (K-2) - Median Percentile Rank - All Students



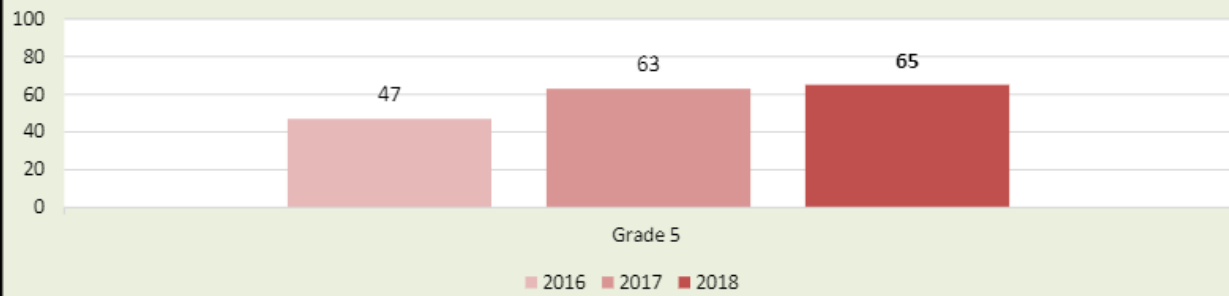
2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Academic Programs - Science

2018 - Science Proficiency (% Levels 3-5) - All Students



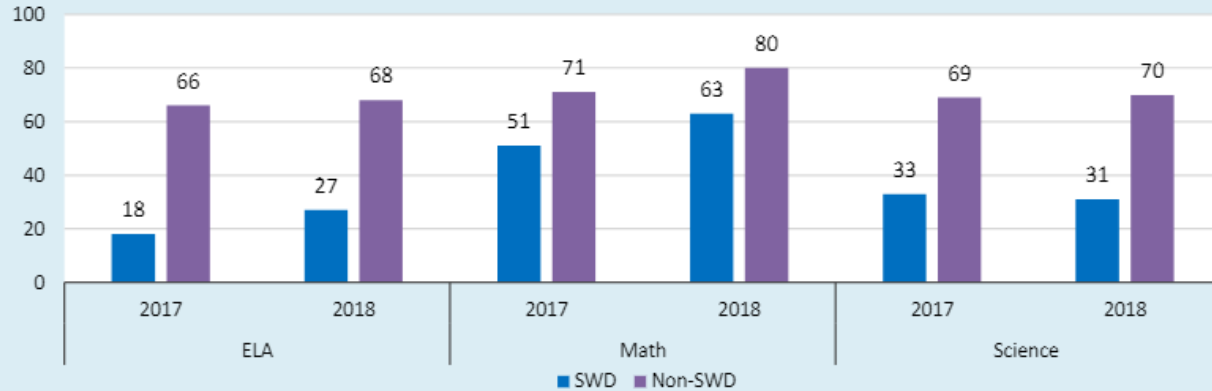
Science Proficiency (% Levels 3-5) - School 3 Year Trend - All Students



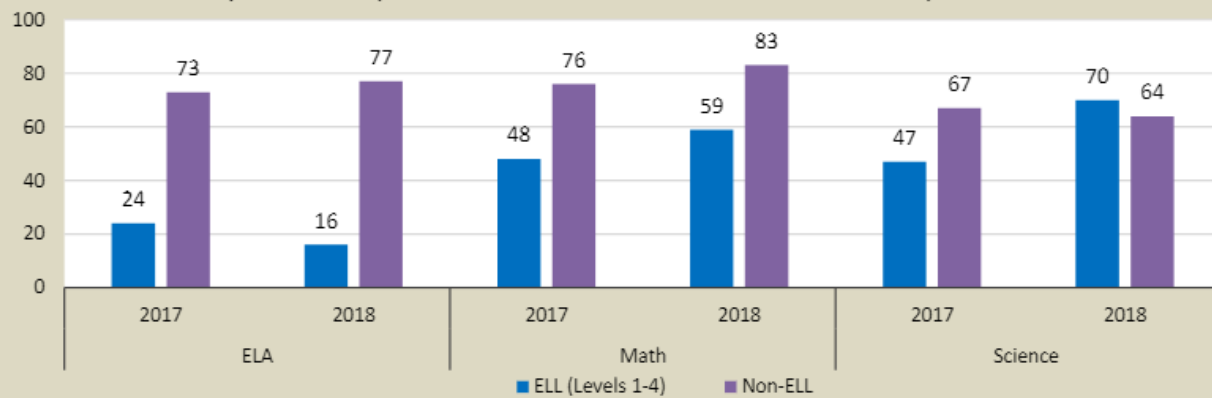
2018 DATA MAP FOR 2511 - ZORA NEALE HURSTON ELEM

Academic Programs - School SubGroups

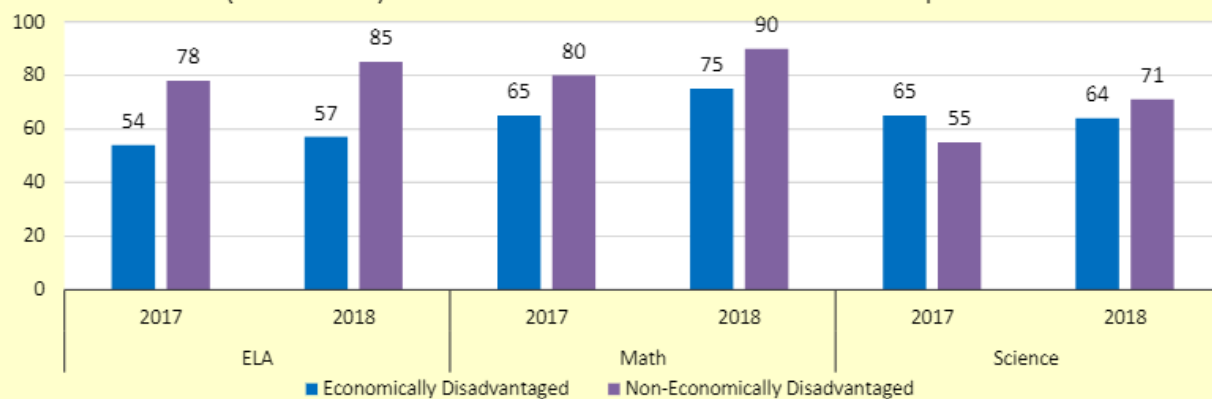
Students with Disabilities (SWD) VS Students without Disabilities FSA/EOC (%Levels 3-5) Raw Data - All Students - School 2 Year Comparison



English Language Learners (ELL) VS Non-English Language Learners FSA/EOC (%Levels 3-5) Raw Data - All Students - School 2 Year Comparison



Economically Disadvantaged VS Non-Economically Disadvantaged FSA/EOC (%Levels 3-5) Raw Data - All Students - School 2 Year Comparison



DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	Student attendance, in the category of missing 6 or more days , showed a decrease of 5% from 61% in the 2016 - 2017 school year to 56% in the 2017-2018 school year.	Attendance has a direct impact on student learning and performance. Students who are engaged have a greater incentive to come to school.	Rewards/Incentives Attendance Monitoring / iAttend
	According to the 2018 Data Map, in the 2017-2018 school year, teacher retention rate in the category of teaching more than 7 years, was 87%. This rate was 22 percentage points higher than the district rate of 65%.	Teacher retention positively reflects the school culture. Those who enjoy what they do perform higher, which is reflected in student performance.	Shared Vision

Essential Practice for Significantly Improved Data Findings (Sustained)

Rewards/Incentives

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	In the 2017 -2018 school year, the number of students who missed 16 or more days remained neutral at 11% as compared to the 2016 - 2017 school year at 10%.	Attendance has a direct impact on student learning and performance. Students who are engaged have a greater incentive to come to school.	Attendance Monitoring / iAttend Rewards/Incentives
	According to the 2018 Data Map, in the 2017 - 2018 school year, 28% of students missed between 6-10 days, as compared to the district which had 27%.	Attendance has a direct impact on student learning and performance. Students who are engaged have a greater incentive to come to school.	Attendance Monitoring / iAttend

Essential Practice for Neutral Data Findings (Secondary)

Rewards/Incentives

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2018 Data Map, when looking at staff attendance, 53% of staff missed between 5.5 - 10.5 days, in comparison with the district's 38%.	Planning and delivery are essential for student achievement; consequently, loss of instructional time will disrupt the continuity for students and affect learning.	Shared Vision
	According to the 2018 Data Map, in the category of student attendance in the 2017-2018 school year, 27% of students missed 11 or more days of school as compared to 29% in the 2016 - 2017 school year.	Attendance has a direct impact on student learning and performance. Students who are engaged have a greater incentive to come to school.	Attendance Monitoring / iAttend

Essential Practice for Significantly Decreased Data Findings (Primary)

Attendance Monitoring / iAttend

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	On the SATs, ZNH performed higher in ELA and Math in grades K-2, as compared to the district, and tier I, II and III schools.	Performance on the SAT is an indication that students are meeting grade level standards and a predictor of student performance on the FSA in the future.	Explicit Instruction
	In Math, grades 3-5 proficiency levels on FSA increased from 72% to 80%.	Performance on the FSA is an indication that students are meeting grade level standards and a predictor of student performance on the FSA and EOCs in the future.	other Standards-based instruction

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Essential Practice for Significantly Improved Data Findings (Sustained)

other

standards-based instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	Science proficiency levels on FCAT 2.0 remained neutral.	Students who are proficient in science demonstrate their proficiency in reading, which is a predictor of student performance on the FSA and EOCs in the future.	Inquiry-based Learning (Project based/Problem based learning)
	ELA proficiency levels remained neutral in grades 3-5.	ELA proficiency levels represent high standards are being maintained.	Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Inquiry-based Learning (Project based/Problem based learning)

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	Students in the lowest 25% in grades 3-5 dropped from an 84% to 66% for learning gains on the FSA mathematics.	Students who did not make learning gains negatively impact learning for future grade levels.	Interventions/RtI
	On the FSA ELA, fourth grade students decreased in learning gains.	Fourth grade students who did not make learning gains are more likely to not meet standards in future grades.	Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Interventions/RtI

ESSENTIAL PRACTICES SELECTION

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2018-2019 school year. These actions will be captured under Priority Actions.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Rewards/Incentives

Priority Actions for the Sustained Practice

School will continue to have quarterly attendance parties, recognition of students during morning announcements, dress-down days for 98% school attendance and a new initiative involving administration and teacher participation in a fun activity.

Primary Essential Practice

Attendance Monitoring / iAttend

Secondary Essential Practice Selection

Rewards/Incentives

ACADEMIC PROGRAMS

Sustained Essential Practice

standards-based instruction

Priority Actions for the Sustained Practice

Priority actions are collaborative planning, quarterly data chats between administration and teachers, integration of Thinking Maps and integration of STEM lessons.

Primary Essential Practice

Interventions/RtI

Secondary Essential Practice Selection

Inquiry-based Learning (Project based/Problem based learning)

DAY TWO- Synergy Summer Institute

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2018-2019 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*

- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

School Leadership Core Competency Course Reflections

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The school leadership team is fully vested in all students learning at high levels.

As evidenced by:

Setting high expectations through collaboration among department grade level members to improve student outcomes. Furthermore, data chats are utilized to target deficiencies and drive instruction.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

School leadership team will implement Thinking Maps, a research-based instructional strategy, and Science, Technology, Engineering, and Math (STEM) as school-wide initiatives to demonstrate commitment to students through more rigorous instruction.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The school leadership team works collaboratively with teacher leaders to implement effective instructional strategies aligned to the school goals.

As evidenced by:

Implementing the following initiatives: Thinking maps, a research-based instructional strategy, and evidence-based writing in student journals and quarterly STEM projects.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

School leadership team conducts walk-throughs and mini- instructional reviews to monitor student outcomes. Timely and constructive feedback is provided to teachers to ensure academic success.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The Leadership Team conducts a school-developed professional development needs assessment survey to identify staff needs that are aligned to the school's goal for improvement.

As evidenced by:

Artifacts such as school-developed professional development needs assessment survey results, sign-in sheets and agendas to document ongoing, quality professional development to build staff's capabilities.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

School Leadership Team will continue to target professional development driven by results of the needs survey and based on school-wide initiatives. Administration will continue to give teachers opportunities for continuous improvement through district provided professional development.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The school leadership engages the team by collaborating and sharing responsibility with all stakeholders. Opportunities are provided for input and recommendations for continuous improvement.

As evidenced by:

Obtain resources such as school culture survey results, minutes and sign-in sheets from grade level meetings, Professional Learning Communities (PLCs) and data chats that the team needs to perform.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The leadership team works collectively with faculty to develop actionable and tangible goals through faculty meetings, grade level meetings, data chats and PLCs.

DAY THREE- Synergy Summer Institute

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2018-2019 school year.

Sustained Essential Practice

SLTs will review the Priority Actions for the Sustained Essential Practice.

Secondary and Primary Essential Practices

SLTs identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2018-2019 school year.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Rewards/Incentives

Priority Actions for the Sustained Essential Practice

School will continue to have quarterly attendance parties, recognition of students during morning announcements, dress-down days for 98% school attendance and a new initiative involving administration and teacher participation in a fun activity.

Primary Essential Practice Selection

Attendance Monitoring / iAttend

Priority Actions for the Primary Essential Practice

Attendance Review Committee will monitor the daily attendance bulletin, Early Warning Systems reports and the attendance dashboard and implement the School Attendance Action Plan which includes contacting parents, one on one counseling, attendance contracts and home visits as needed.

Secondary Essential Practice Selection

Rewards/Incentives

Priority Actions to Enhance the Secondary Essential Practice

School will continue to implement rewards and incentives to improve attendance.

ACADEMIC PROGRAMS

Sustained Essential Practice

standards-based instruction

Priority Actions for the Sustained Essential Practice

Priority actions are collaborative planning, quarterly data chats between administration and teachers, integration of Thinking Maps and integration of STEM lessons.

Primary Essential Practice Selection

Interventions/RtI

Priority Actions for the Primary Essential Practice

Students in the lowest 25% will be given equitable access to robust and rigorous instruction and will be provided interventions outside the core instruction through i-Ready labs, targeted morning tutorials and the ELL tutoring program to ensure academic success.

Secondary Essential Practice Selection

Inquiry-based Learning (Project based/Problem based learning)

Priority Actions to Enhance the Secondary Essential Practice

Teachers will provide inquiry-based instruction in science through STEM projects and the Promoting Science among English Language Learners (P-Sell) curriculum, a research-based Science hands-on curriculum.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2018-2019 school year. SLTs will:

- Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2018-2019 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we create an engaging school culture by implementing incentives and continue to monitor student attendance with fidelity, then students will be motivated to attend class daily.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement standards based instruction, inquiry-based learning and differentiated instruction , then we will improve student learning gains and proficiency levels in all academic areas.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was

realized, acknowledged, learned, and planned during Phase I of the School Improvement Process during the Synergy Summer Institute with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions*
- *Outcome Statements*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions - How will the priority actions be addressed during the school year?*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/14 - 08/17) AM-PM	<i>What topic will be shared?</i> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> 	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?

	<ul style="list-style-type: none"> • <i>Outcome Statements</i> 		
8/16/18 AM	Data Reflection	2017-2018 assessment data was presented through a PowerPoint presentation. Teachers received data from individual homerooms from previous school year and will receive current student data during data chats.	Isabel Valenzano, Principal
8/16/18 AM	School Culture and Team Building Activity	School Theme was introduced- The Power of One; video and school culture survey was completed. School leadership core competency course reflections were discussed. Recommendations for improvement were discussed.	Isabel Valenzano, Principal
8/16/18 AM	Curriculum Updates and STEM	Provided the staff with curriculum updates and changes as well as relevant resources in Reading/LA, Mathematics, Science, Social Sciences and English Language Learners (ELL). STEM designation was announced and preliminary integration updates were shared.	Christopher Gonzalez, Assistant Principal, Christina McCrink, Reading Coach
8/16/18 AM	SIP Primary, Secondary and Sustained Essential Practices	The Primary, Secondary and Sustained Essential Practices were discussed. Grade levels provided feedback for discussion and recommendations were given for implementation plan.	Isabel Valenzano, Principal
8/16/18 AM	Thinking Maps	Professional Development Needs Survey was implemented to target PD.	Christina McCrink, Reading Coach
8/17/18 AM	Thinking Maps	Professional Development was provided to teachers for the roll-out of Thinking Maps school- wide initiative.	Caridad Aday, First Grade Chair Evelyn Diaz, 3rd Grade Teacher